

IMSA Faculty Survey of Remote/Virtual Teaching and Learning Comparison of Quantitative Findings – Spring and Fall 2020

December 2020

Executive Summary

During this unprecedented time of change to our educational processes, the Illinois Mathematics and Science Academy (IMSA) desired to gain an understanding of how IMSA students, faculty/staff members, and parents are adjusting to a new system of teaching and learning. Thus, the Office of Institutional Research (OIR) collaborated with the Principal's Office and Dr. José M. Torres, President & CEO, to create a series of surveys related to remote/virtual teaching and learning.

The purpose of the surveys is to gather information from IMSA faculty regarding their experiences with remote/virtual teaching and learning in order to know what is working well and what needs to be improved. The feedback will be used to improve virtual teaching practices and learning processes.

The IMSA Faculty Survey of Remote Teaching and Learning (hereinafter referred to as Remote) was conducted from April 29 – 30, 2020. During this period, 49 faculty members responded to the Remote survey. The IMSA Faculty Survey of Virtual Teaching and Learning (hereinafter referred to as Virtual) was conducted from October 20 – 26, 2020. The Virtual survey had 39 faculty members who responded.

The following document presents a comparison of results for questions that were asked on both the spring 2020 Remote Teaching and Learning Survey and the fall 2020 Virtual Teaching and Learning Survey.

Summary of Findings

- Faculty satisfaction with the level of student engagement in their classes has remained relatively stable across the spring and fall semesters.
- Faculty time spent on planning, preparation, and assessment is similar between the spring and fall semesters, both of which are either a little or a lot more time compared to when they were teaching in person.
- Individual needs for technology and tech support have continued to rise as faculty spend more time in the remote/virtual teaching and learning environment.
- From spring to fall, there has been an increase in the percentage of faculty members making an out-of-pocket expense related to remote/virtual teaching and learning.

Demographic Information of Respondents

On the spring Remote survey, faculty were not required to indicate their department. Of the 49 faculty members who responded to the Remote survey, 25 individuals identified their department. Of those 25 who provided a response, 40.0% were from the Science department, 36.0% from Mathematics/Computer Science, and 8% from English, Fine Arts, and World Languages, respectively.

In fall 2020, the Virtual survey asked faculty to provide demographic information including their department, race/ethnicity, and gender identity. For the latter two variables, respondents were provided a response option of “I prefer not to answer.” (Please refer to figures 1 – 3 at the end of this document for complete details.) Of the 39 faculty members responding to the survey, 28.2% were from the Mathematics/Computer Science department, 28.2% from Science, 12.8% from English, and 10.3% from each Fine Art/Wellness, History/Social Science, and World Languages. When asked to provide their race/ethnicity, 38.5% preferred not to answer. Of the faculty who identified their race ($n = 24$), the responses were as follows: 87.5% White, 8.3% Two or more races, and 4.2% Asian. Lastly, with regard to gender identity, 35.9% preferred not to answer. Of the faculty who identified their gender ($n = 25$), 64% identified as Female and 36% identified as Male.

Comparison of Quantitative Findings

For both surveys (Remote and Virtual), faculty were asked to respond to a series of statements on topics such as student engagement, time spent on planning and preparation, as well as assessment, and how the time spent in these areas compares to when they were teaching in person. Below is a summary of the results (please refer to *Figures 4 – 6* at the end of this document for additional information).

- Faculty satisfaction with the level of student engagement in their classes has remained relatively stable across the spring and fall semesters.
 - In spring 2020, a large majority of faculty (84%) indicated they were either Satisfied or Very satisfied with the level of student engagement in their classes.
 - In fall 2020, there was a slight decrease in faculty’s satisfaction with the level of student engagement in their classes as a little over 80% of faculty responded that they were either Satisfied or Very Satisfied.
- Faculty time spent on planning, preparation, and assessment is similar between the spring and fall semesters, both of which are either a little or a lot more time compared to when they were teaching in person.
 - In spring 2020, faculty reported spending an average of 36.5 hours per week on planning, preparing, and assessing student work for their remote classes.
 - In fall 2020, faculty reported spending an average of 19.1 hours per week planning and preparing, and 14 hours per week assessing student work for their virtual classes.
 - A large majority of faculty (84%) indicated that they were spending a little or a lot more time on planning/preparing/assessing student work compared to before remote learning in the spring.

- According to the fall 2020 Virtual survey, over 90% of faculty indicated that the amount of time they currently spend on planning and preparing for their classes was either a little or a lot more than when they were teaching in person.
- Also on the fall 2020 Virtual survey, a majority of the faculty (85%) said that assessment takes either a little or a lot more time compared to when they were teaching in person.

Another set of questions asked whether faculty had the technology, tech support, and other resources they needed in the Remote or Virtual teaching and learning environment. This section also gathered feedback on the number of faculty making out-of-pocket expenditures related to virtual teaching and learning this fall. Below is a comparison of the results (please refer to *Figures 7 and 8* at the end of this document for additional information).

- Individual needs for technology and tech support have continued to rise as faculty spend more time in the remote/virtual teaching and learning environment.
 - In spring 2020, the large majority of faculty responded that they had the technology (82%), tech support (84%), and other resources (69%) needed for remote teaching and learning.
 - In response to the fall 2020 Virtual survey, a majority of faculty responding indicated that their needs for technology (76%), tech support (74%), and other resources (81%) had been met.
- From spring to fall, there has been an increase in the percentage of faculty members making an out-of-pocket expense related to remote/virtual teaching and learning.
 - According to the spring 2020 survey, a little over half of the faculty (51%) responded that they had made an out-of-pocket expenditure related to remote teaching.
 - On the most recent fall 2020 survey, responses suggest that over two-thirds of the faculty have made an out-of-pocket expense related to virtual teaching and learning.

Data Visualizations

Demographic Information of Faculty for the fall 2020 Virtual Teaching and Learning Survey: Figures 1 - 3

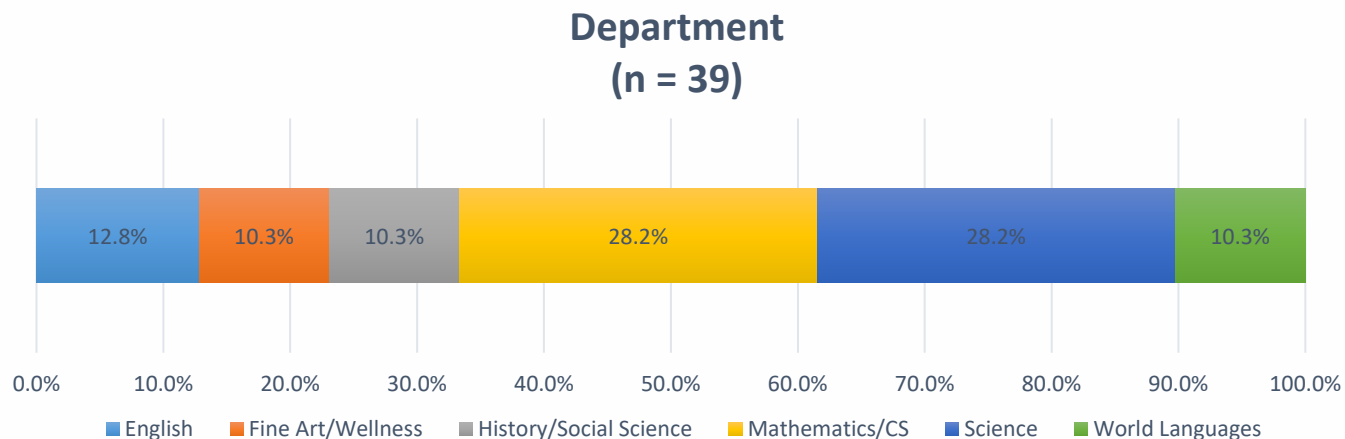


Figure 1

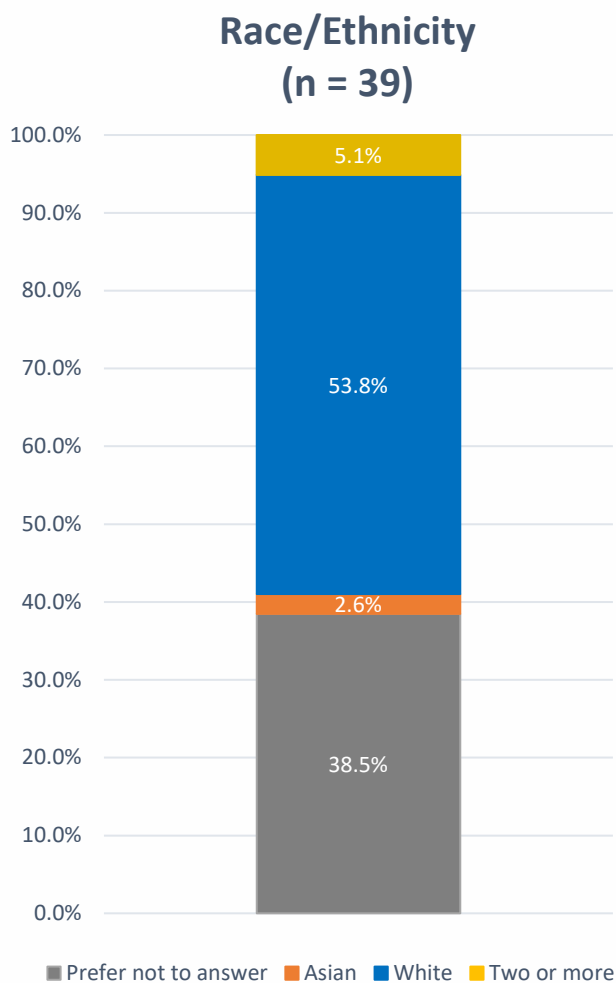


Figure 2

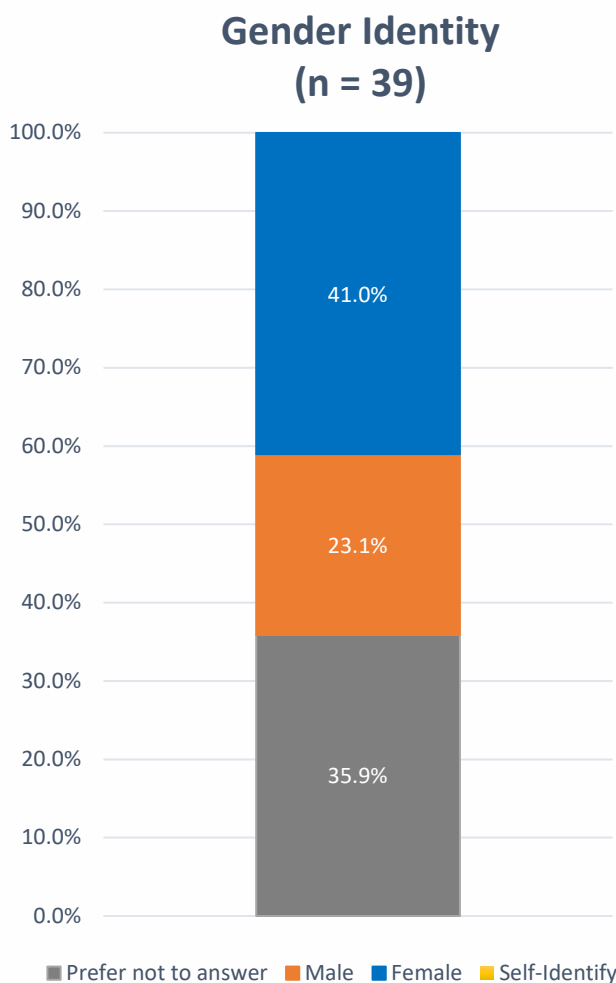


Figure 3

For both the Remote and Virtual surveys, faculty members were asked to rate their level of satisfaction regarding the level of student engagement in their classes. Figure 4 below shows the comparison of results from the spring 2020 Remote survey and the fall 2020 Virtual survey.

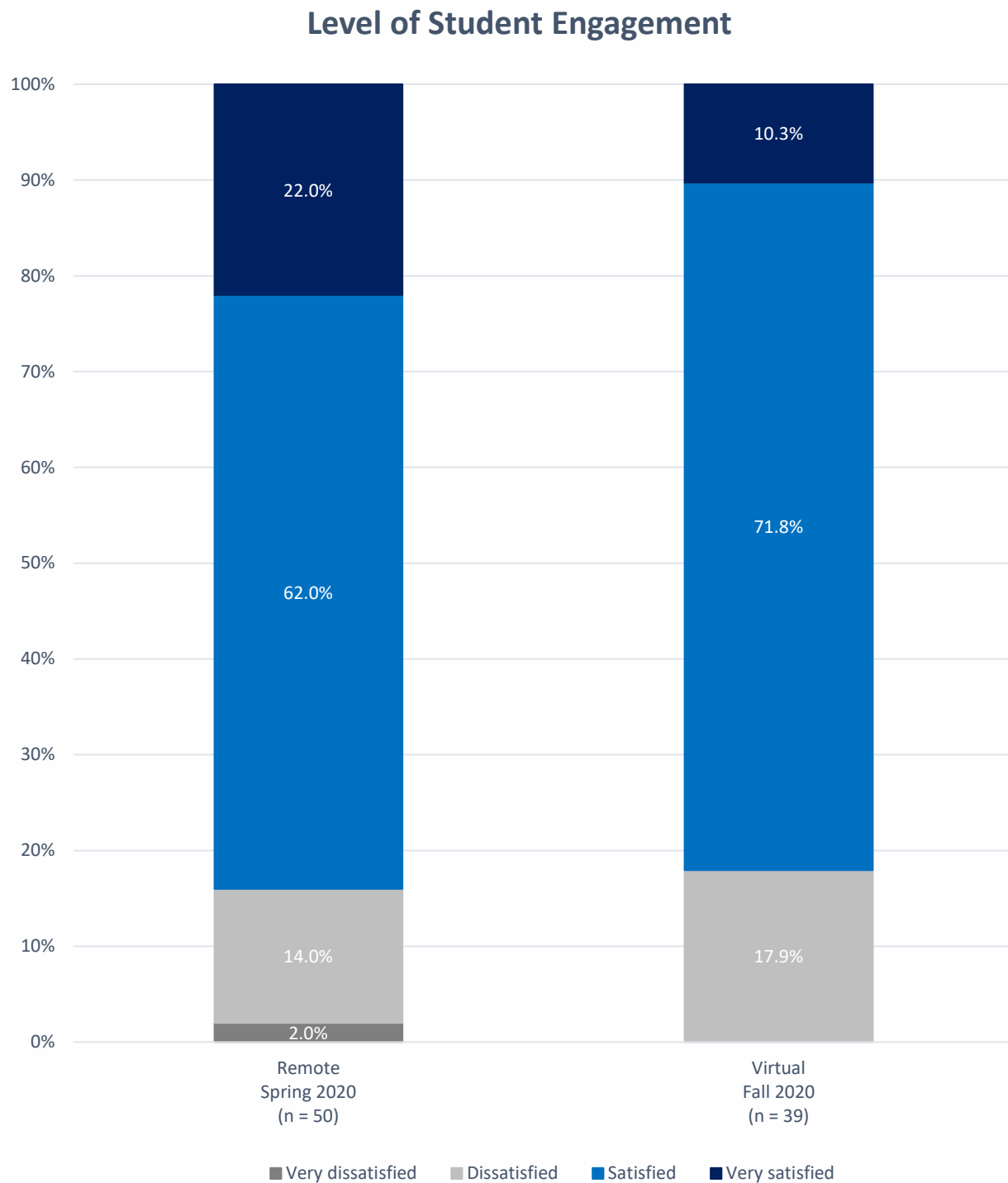


Figure 4

On the spring 2020 Remote survey, faculty were asked the question, “During an average week, how many hours do you spend planning, preparing, and assessing student work for your remote classes?” However, on the fall 2020 Virtual survey, the faculty were asked to report their time spent on planning and preparation seaparely from their time spent on assessment. The chart below summarizes faculty responses across the two surveys, although the values are not directly comparable.

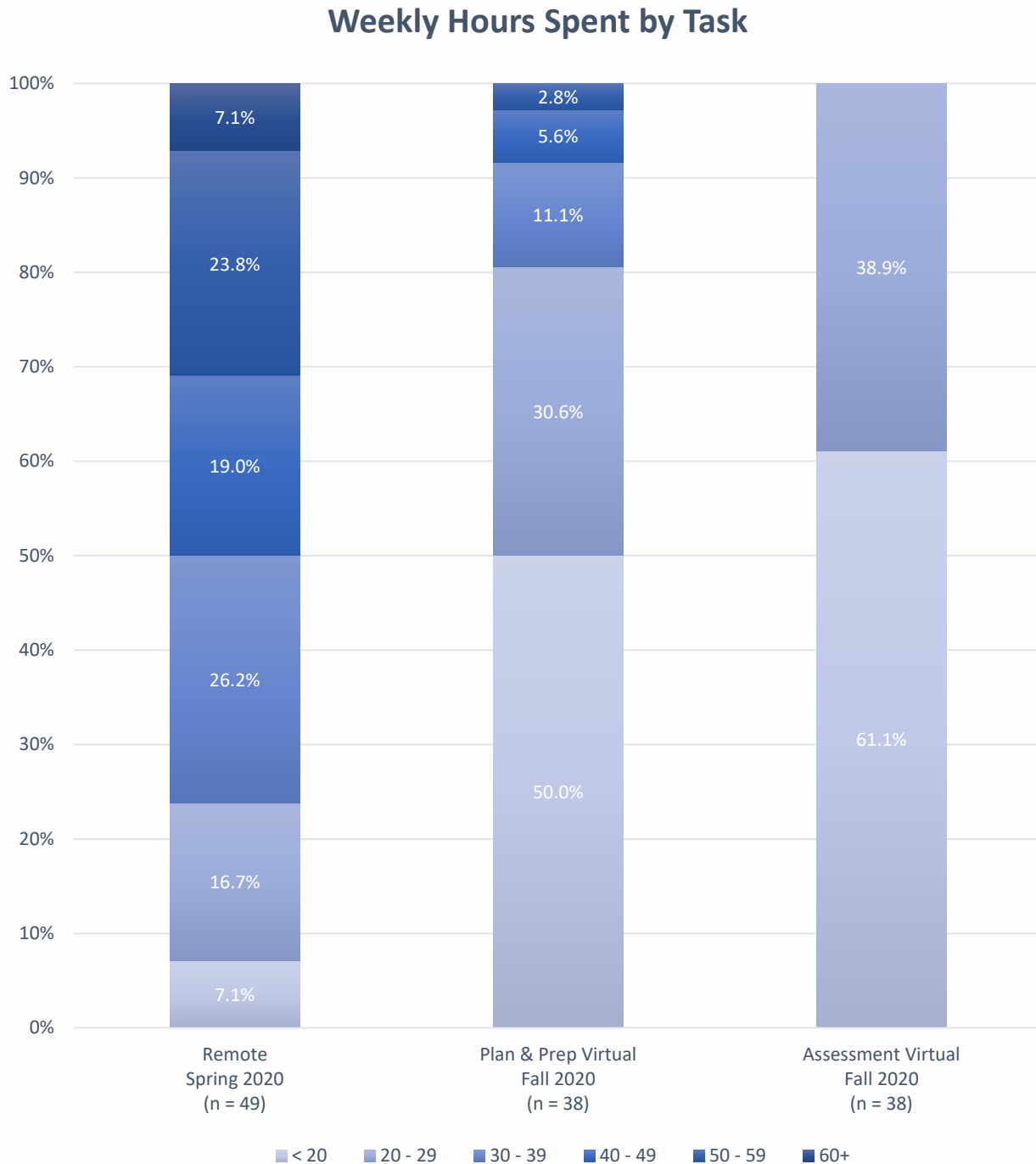


Figure 5

Similar to above, the spring 2020 Remote survey asked faculty, “How does your time spent on planning/preparation/assessment compare to before remote teaching?” However, on the fall 2020 Virtual survey, faculty were asked to report separate comparisons for planning and preparation and assessment. On both surveys, individuals were provided with a 5-point Likert-type scale with the response options of “A lot less time, A little less time, Same as before, A little more time, and A lot more time. Responses are represented in Figure 6 below.

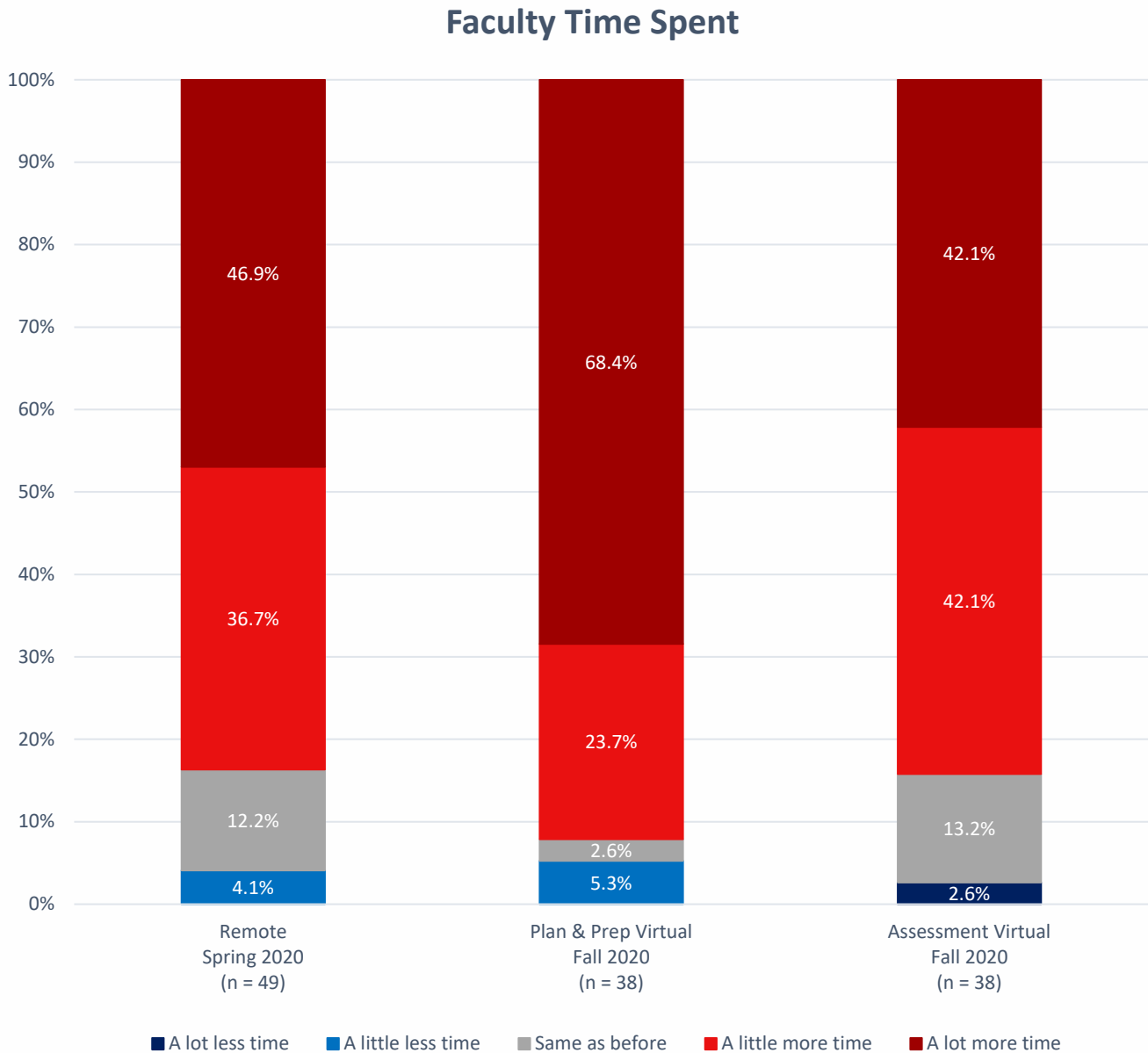


Figure 6

Faculty Needs Met

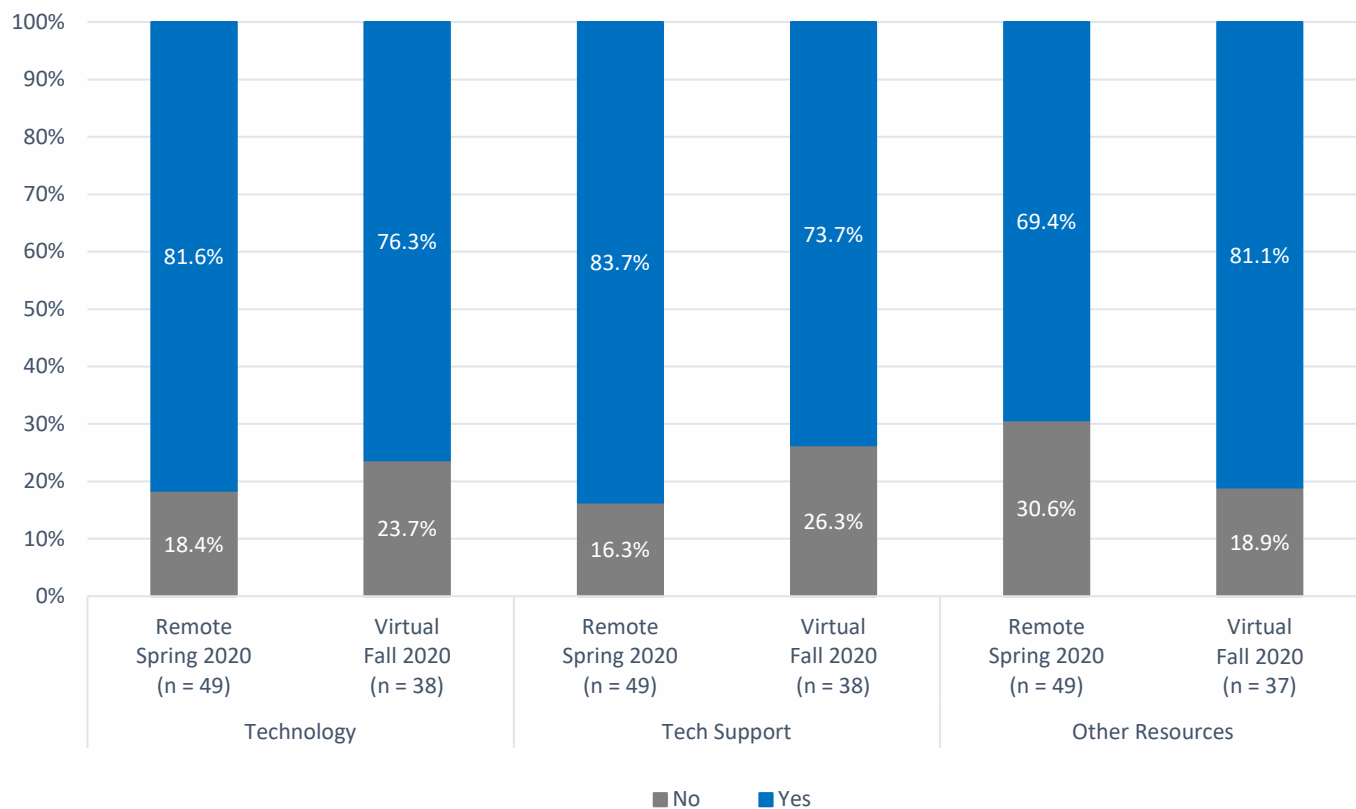


Figure 7

Faculty Making Out-of-Pocket Expenses

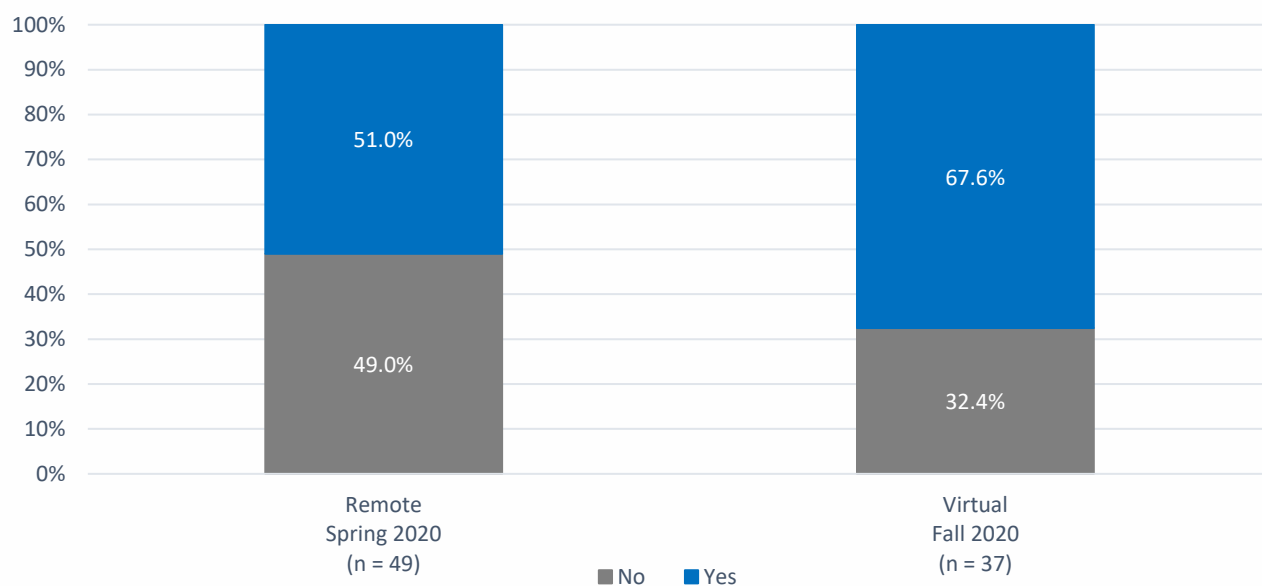


Figure 8